

# Compliance Standards & Indicators

Document G-10

## ELIGIBILITY CRITERIA: Language Impairment

Legal Requirement	Indicator	Documentation
NOTE: Basis for legal requirements found in <i>Missouri State Plan for Special Education</i> , Section III		
<b>100000 (100010-100040)</b> Consistent, inappropriate use of the structures of language:	The evaluation report documents the consistent inappropriate use of <b>one (1) or more</b> of the following structures of language: <ul style="list-style-type: none"> <li>• Morphology (structuring words from smaller units of meaning)</li> <li>• Syntax (putting words together in phrases and sentences—sometimes referred to as grammar deficits)</li> <li>• Semantics (selecting words to represent intended meaning and combining words and sentences to represent intended meaning—sometimes referred to as vocabulary deficits)</li> <li>• Pragmatics (using the functions of language to communicate with others)</li> </ul>	Evaluation report
<b>100100 (100110-100120)</b> Assessment of language structures:	The evaluation report documents that <b>one (1) or more</b> of the following procedures were used to assess the structure(s) of language: <ul style="list-style-type: none"> <li>• Language sampling:               <ul style="list-style-type: none"> <li>▪ Method of elicitation of the sample</li> <li>▪ Setting for the sample</li> <li>▪ Analysis procedures used</li> <li>▪ Description of the child’s language deficits identified by the sample</li> </ul> </li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li>• Structured clinical tasks:               <ul style="list-style-type: none"> <li>▪ Language activity initiated</li> <li>▪ Setting for the clinical tasks</li> <li>▪ Analysis procedures used</li> <li>▪ Description of the child’s language deficits identified by the clinical tasks</li> </ul> </li> </ul>	Evaluation report

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<b>100200 (100210-100220)</b> Level of language functioning:	<ul style="list-style-type: none"> <li>The evaluation report documents the results of two (2) norm-referenced and standardized language assessments which measure the same areas of language.</li> <li>The evaluation determines whether the child's language functioning is significantly below the child's cognitive abilities. The following criteria apply:               <ul style="list-style-type: none"> <li>Children ages 3 through 5 years, not kindergarten eligible: 2 standard deviations below peers.</li> <li>Children ages 5 (kindergarten eligible) through age 8: 1 standard deviation below cognitive ability.</li> <li>Children ages 9 and older: 1.5 standard deviations below cognitive ability.</li> </ul> </li> </ul> <p>NOTE: If unable to obtain the child's full-scale cognitive score, professional judgment must be used.</p>	Evaluation report
<b>OR</b>		
<b>100300</b> Professional judgment:	<ul style="list-style-type: none"> <li>Sufficient data is present in the evaluation report to document the existence of a language disorder even though the criterion defined in the previous Indicator (100200) has not been met.</li> </ul>	Evaluation report
<b>100400</b> Adverse educational impact:	<ul style="list-style-type: none"> <li>The evaluation report includes information that addresses the extent to which the child's language functioning adversely affects the child's educational performance.</li> <li>Specific areas of impact are described.</li> </ul>	Evaluation report
<b>100500</b> Dialectal differences and second language influence:	<ul style="list-style-type: none"> <li>The evaluation report documents the team's conclusion that the child's language impairment is not a result of dialectal differences or second language influence.</li> </ul>	Evaluation report